
THE EFFECT OF COOPERATIVE PLAY ON SOCIAL EMOTIONAL AND COGNITIVE DEVELOPMENT IN KINDERGARTEN GROUP B IN GALIS PAMEKASAN

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Abstract

This study aims to determine the cooperative growth of social emotions and cognitive in Kindergarten Group B in Galis Pamekasan district. This study uses a quantitative approach with a quasi-experimental design with a type of non equivalent group design. Sampling was carried out by non-random sampling technique. Samples that corner 120 children in Group B. Two kindergarten schools in Group B were as an experimental group given treatment in the form of cooperative play and two kindergarten schools as a control group which were not given treatment. The data collection uses instruments of social emotional and cognitive development in children of group B. The analysis used is inferential statistics (ANOVA and MANOVA). The results showed that there were: (1) the effect of cooperative play on social emotional development in children of group B (significance value of 0,000 which means <sig 0,05. (2) the effect of cooperative play on children social emotional development in group B (significance value of 0,000 which means <sig 0,05. (3) the effect of cooperative play on the social emotional and cognitive development of children in group B (the results of MANOVA calculations F count value of 66191,846 and a significance value of 0,000 (sig <0,05). Based on the results of date analysis it can be concluded that there is a cooperative playing influence on social emotional and cognitive development of Kindergarten children in group B in Galis Pamekasan District.

Keywords: *cooperative playing, emotional social development, cognitive development.*

Introduction

In the Law Number 20 of 2003 about the National Education system Article 1 point 14 sade that early childhood education program (PAUD) is an effort coaching showed at children from birth to six years of age Which is conducted to providing educational stimuli to help growth and physical and spiritual development, so that children have readiness to enter further education both formally in school and non-formal education (Latif, et all 2014: 03). According to experts, early childhood education is a process of guidance to children Which is conducted as thoroughly both physically and non-physically, by given stimuli or stimulus appropriately for their physical, spiritual, motoric, intellectual, Emotional and social development optimally. (Fadlillah, 2016: 65)

PAUD is education that is held before the level of primary education, has a target group of children aged 0- 6 years which is also called the golden age of development. Besides that, in early childhood is still very vulnerable in all aspects of development because if the handling in every aspect of development is not right it will actually harm the child itself. From the presence of PAUD here it is expected to be able to guide and facilitate the needs of children by not forgetting the stages of development. (Latif, et all 2014: 04).

From some of these definitions can be understood about the notion of early childhood education (PAUD) which is education that is more directed at directing, guiding and developing abilities that children has in order to develop well and optimally.

In the implementation of early childhood education (PAUD) is expected to pay attention to the principles of PAUD implementation which emphasize on treating and implementing education for children, some of these principles include creating a safe and pleasant atmosphere, getting individual attention Adapted to needs, paying attention the process of maturity of children, through the process of habituation in shaping the behavior of children, developing the potential of children obtained from home, in developing children's abilities in playing activities (Fadlillah, 2016: 78).

One of the principles of PAUD implementation is to develop all children's abilities in playing activities. Playing is the most important activity for children Isenberg and Quisenberry (1988) states "play a dynamic, active and constructive behavior is a necessary and integral part of childhood, infancy through adolescence." For children every object can be used as games, while playing the child interacts with the object and consciously or unconsciously the child has learned about the object's attributes (Suyanto, 2005: 32). In other words, when children play using real objects without realizing it, the child has learned about various things, among them recognizing color, size, pattern and also the child will be able to classify objects, characteristics of objects and properties of the object.

Playing also be used in expressing children's creative ideas and providing challenges in finding new things, while also playing can foster children's creativity and imaginative thinking. Playing should be done at the initiative of the child, and parents or educators need to pay attention to the child in playing because it is important in developing all aspects of child development (Susanto, 2017: 99).

The child's feelings and ideas will be expressed during play, the process is known the term "thinking aloud" means the process of thinking. According Vygotsky (in Suyanto, 2005: 33) call it the term "internal speech" where children ask themselves. This is evidenced by an experiment on an object then concluded by itself and answered by itself. With this process the intellectual ability of the child will develop. Besides playing with objects, playing can be done by playing a role in developing social, moral and emotional aspects of children. (Suyanto, 2005: 33). In the early stages the child plays more alone with his limbs or objects around him. When children mingle with other children and pay attention to their friends and get from their friends, this stage is called onlooker play, and so on if the child is able to play together with the rules and take each other's role, the play stage is called cooperative play. (Suyanto, 2005: 33) Cooperative play or cooperative play is a play activity by doing together in an organized manner, there is a division of labor mutually agreed upon to achieve common goals. (Herman et al, 2017: 6).

In cooperative playing the child can interact with his friends so that many new things will be found by the child. based on the psychoanalytic theory of Sigmund Freud, suggested that the emotional release tool in children is playing. Developing children's self-confidence in social abilities and expressing feelings freely in children by playing activities. There is also Jean Piaget's cognitive development theory that cognitive development of children Through play. According to this cognitive theory the process of problem solving and flexible thinking in children can be developed Through play. (Susanto, 2017: 132) Playing is also the most effective activity in developing children's social development. Child's social development starts from individual egocentricity in an interactive communal direction, initially the child only looks at one side of himself, called self-centered, usually at that stage the child is still 2-3 years old and then the child begins to grow his social nature by playing together (Suyanto, 2005: 69).

The social-emotional development of early childhood should be optimized appropriately with various activities that can be carried out in the environment around children, such as at school, at home and in the community. Educators and parents must know at every stage of child development. according to psychologists, children's social development starts from birth, as evidenced by the cries of children at birth, it shows the existence of contact with other people. With time the child's social development can be demonstrated by smiles, movements, expressions and interactions with others carried out with more concrete actions. (Fadlillah, 2016: 50) In social development there are two important aspects, namely social competence, and social responsibility. Social competence refers to children's development in adapting to their environment.

Whereas social responsibility refers to the commitment of children to do their tasks, can respect individual differences and attention to their environment. (Fadlillah, 2016: 50) In reality, there are still many early childhood children, especially from the kindergarten group B in Galis sub-district which still tend to be difficult in showing social competence and social responsibility attitudes, which is due to several factors, internal factors, namely caused by a child's self that children tend to be aggressive, selfish and lack of sympathy and empathy for others. While external factors are factors caused by outside the child, related to this, the teacher does not motivate the child in using active learning (Learning by doing), the approach used by the teacher is still a teacher-oriented learning approach, not an activity-oriented learning approach child. In this case, the teacher plays an active role in learning activities, while the child is passive so that the learning process takes place in holding the child and not thinking creatively. for this reason, coaching is needed in activities that are deliberately created to develop children's social and emotional development. components to form learning activities that are fun for children and that can be applied in developing their abilities optimally, one of them is playing cooperatively.

Research Methods

Research methods carried out on children kindergarten in group B in galis pamekasan sub-district totaling 320 children. The sample of this research was taken from four kindergartens in Galis Pamekasan Subdistrict namely Nurul Huda Kindergarten as many as 31 children as an experimental group, Darul Ulum Kindergarten as many as 30 children as a control group, Dharmawanita Konang Kindergarten as many as 31 children as an experimental

group, and Al-Karomah Kindergarten namely as many as 28 children as a control group. The research was conducted using quantitative methods in the form of quasi experiment (quasi experimental design). The design of this experiment is NonEquivalent Control Group Design.

In this research the media is used in cooperative those are play are unit blocks which designed according to the needs of research activities. Children play beam games for 8 meetings. The Data collected in this research is the result of observations of children's learning in accordance with the instruments of children's social-emotional and cognitive development, as well as documentation of cooperative play activities. The data analysis technique used is quantitative data analysis because the data processed is in the form of numbers.

Discussion

This research was conducted in kindergarten group B children in Galis pamekasan sub-district, which was divided into two groups, namely the control group and the experimental group. The experimental group is the group given treatment in the form of cooperative play while the control group is not given treatment (using conventional models). This is intended to know the difference between the groups given treatment in the form of cooperative play with groups that are not given cooperative play treatment. To measure the results of social emotional development, the researcher used an observation sheet containing instruments of social emotional development, then the results of the pre-test and post-test were then analyzed using the One Way Anova (ANOVA) test.

Based on the results of the pretest research of the experimental class related to the emotional social development of children showed an average value of 9.21 with the highest value of 11 and the lowest value of 7, and the acquisition of a standard deviation of 0.721. The results of the posttest assessment related to children's emotional social development showed an average score of 22.87 with the highest score of 26 and the lowest score of 23, and the acquisition of a standard deviation of 0.834. So it can be concluded that there are changes or improvements in the social emotional development of children that are very good.

To test cooperative play on the social emotional development of the researcher using Analysis of variance (ANOVA), the results of Fcount were 3,880 and the significance value was 0,000 while the value of Ftabel was 3.09 with a level of 5% or 0.05. Fcount is greater than Ftabel so Ho rejects and Ha is accepted. It can be concluded that cooperative play influences the social emotional development of kindergarten children in group B in Galis Pamekasan District.

In social development, children experience a process of socialization, Gunarti (in the 2017 PLPG module:11) suggests that a person since birth has carried out a socialization process with several process streams namely imitation, identification and internalization. The imitation process, adults will become odelling for children, children will imitate behavior and ways of adults to do a job.

In the identification process, children experience a process of social influence, which is based on themselves. The next stage is the process of internalization, at this stage the child begins to understand the values that exist in the environment, so that it grows in the child tolerant attitude towards others. From these stages it is known that the children's emotional and social processes are gradual and sustainable, thus the more often children interact with other friends, the more social and emotional development of children develops.

While the results of the experimental class pretest assessment related to cognitive development obtained an average value of 22.63 with the highest value of 29 and the lowest value of 21, and the standard deviation was 1,296. while the results of the experimental class posttest assessment related to cognitive development obtained an average value of 54.01 with the highest value of 54 and the lowest score of 50, and the standard deviation was 1,046.

To examine the effect of cooperative play on cognitive development using Analysis of Variance (ANOVA), the Fcount value was 6.463 and the significance value was 0.011 while the Ftabel value was 3.05 with a level of 5% or 0.05. Fcount is greater than Ftabel so Ho rejects and Ha is accepted. Therefore, it can be concluded that cooperative play influences cognitive development of kindergarten children in group B in Galis Pamekasan District.

Basically, cognitive development is intended so that children are able to explore the world around them through their senses, so that the knowledge gained by the child is able to survive and become a complete human being in accordance with its nature.

The cognition process includes various aspects, such as perception, memory, thoughts, symbols, reasoning and problem solving. Piaget (in Susanto, 2011: 48). By playing cooperatively, children can develop their cognitive development by completing tasks in building beams according to the specified building, children will think about how to make beams into buildings that are determined according to their imagination.

Then, in testing Cooperative Playing influences the social emotional and cognitive development using Multivariate Analysis of Variance (MANOVA), the Fcount value is 66191,846 and the significance value is 0.000 (sig <0.05) while the Ftabel value is 3.05 with a level of 5% or 0.05. Fcount is greater than Ftabel so Ho rejects and Ha is accepted. It can be seen that cooperative play influences the social emotional and cognitive development of kindergarten children in the galis pamekasan sub-district group.

In this study cooperative play can stimulate the child's cognitive development related to showing creative attitudes in solving problems (ideas, ideas out of habit) and demonstrating activities that are explorative and probing. In Permendikbud No. 137 of 2014, Standard Level of Achievement of cognitive development in the scope of development of learning and problem solving in children aged 5-6 years namely; (1) shows explorative and probing activities (such as: what happens when water is shed), (2) solves simple problems in everyday life in a flexible and socially acceptable way, (3) applies knowledge or experience in a context that is new, (4) showing creative attitude in solving problems.

In addition to cognitive development, cooperative play can also stimulate emotional social development. The following are indicators of the achievement of children's social emotional development in the Republic of Indonesia Minister of Education and Culture Regulation No. 137 of 2014 concerning the National Standards for Early Childhood Education, that the level of achievement of emotional social development in children aged 5-6 years namely; (1) playing with peers, (2) knowing the feelings of his friends and responding fairly, (3) sharing with others, (4) respecting the rights / opinions / works of others, (5) using socially acceptable ways to resolve problems (using thoughts to solve problems), (6) being cooperative with friends, (7) showing tolerant attitudes, (8) expressing emotions that are in accordance with existing conditions (happy, sad, enthusiastic etc.), (9) knowing manners and courtesy in accordance with local socio-cultural values, (10) Demonstrating self-ability to adapt to the situation, (11) Showing caution to unknown persons, (12) Knowing one's own feelings and managing them properly, (13) Knowing their rights, (14) Comply with class rules, (15) Self-regulating, (16) Responsible for his behavior for one's own good.

Cooperative play is According to Haenillah (2012: 127), cooperative play is playing together in the form of a team. Children determine the game that will be played with their friends, besides that they also agree on the rules in the game and in the division of roles. From the results of the study, it is illustrated that cooperative play influences the development of children's emotional and cognitive sosila. This is in accordance with Haenillah's opinion that more children's social abilities are shown in this cooperative game. And also the opinion of Yuliani (2014: 171) is that the playing activities performed together with his friends, each child has their own duties to achieve a common goal in playing. In cooperative play also need to be considered the stage of cognitive development of children for example in receiving information and in carrying out its role. Each child has differences in capturing information according to the stage of development.

Conclusion

The results of the research can be concluded that cooperative play influences social emotional and cognitive development in kindergarten children in group B in Galis Pamekasan Subdistrict. This is known by experimental group that was treated and in the untreated control group. Cooperative play can be applied in children's learning activities both in group and center learning models, in order to improve their emotional and cognitive social development, teachers should be more creative in developing learning methods to children so that the atmosphere of learning activities is more enjoyable and memorable for children.

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